

SAN DIEGO
MESA COLLEGE



Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Psychology (PSYC)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.

SUCSESSES AND STRENGTHS

1. Breadth and depth of course offerings

All courses in our program are transferable to CSU and/or other colleges and universities and all (including our elective course offerings) serve a purpose and path for our students. In addition to transfer preparation for students pursuing degrees in psychology, many of our courses are required for students with other educational or professional goals. For example, our Abnormal Psychology (PSYC 245) course is a prerequisite for graduate level physical therapy and occupational therapy programs. Students pursuing undergraduate degrees in nursing need both our Introduction to Lifespan Development (PSYC 230) and Introduction to Psychological Research (PSYC 255) courses before they can apply to programs. PSYC 255 is also a required course for other majors (such as Sociology or Political Science) at some transfer institutions (such as UCLA). Other courses assist students pursuing more immediate career pathways, such as behavioral technicians working with children on the autism spectrum. These students must have some background as provided by our Introduction to Behavior Modification (PSYC 125) course. In this way, our courses serve multiple purposes and the breadth and depth of course offerings meet the educational, professional and/or lifelong learning goals of the diverse population of San Diego Mesa College students.

2. Strong focus on empirical research

Research is the foundation of our discipline. Students pursuing careers related to psychology are expected to not only have an understanding of, but also some direct experience with research. Because training in empirical research teaches the vital skill of critical thinking, research is a crucial component of our program. While all of our courses touch on the scientific method or topic-specific research, some courses provide opportunities for students to conduct semi-independent projects. For example, many students in our Introduction to Psychological Research (PSYC 255) course design and conduct research projects, with some of them going on to present their work (and win awards) at professional conferences. One of our full-time faculty continues to nurture a connection with the San Diego Zoo, thus providing students with the opportunity to conduct observational research. Another of our adjunct faculty members has provided internship opportunities for our students doing research and data analysis related to forensic psychology. Our active and award-winning chapter of Psi Beta, the Community College National Honor Society in Psychology, continues to be instrumental in arranging for researchers from the community to present their work to students on campus. In addition, our Psi Beta students annually participate in the Psi Beta National Research Project. Collaboration on this annual project regularly results in our students presenting their results at our local Mesa College Research Conference (MCRC) and also at other professional conferences. In addition to this involvement through Psi Beta, several of our faculty have been instrumental in organizing and participating in MCRC since its inception and many students from our courses have been selected to participate in this conference. Finally, our faculty continue to conduct their own independent research, many enlisting the help of students who benefit from this training and collaboration, with this research often culminating in conference presentations and/or publication opportunities.

3. Active engagement with the community

We offer courses that are dependent on building and maintaining relationships with community partners. For example, a central component of Careers in Psychology (PSYC 201) is presentations by professionals from the community who are working in fields related to psychology. This allows students to learn about, and network with, individuals working in the community. Our Field Work in Psychological Services (PSYC 276) course requires students to choose a community volunteer placement, thus enhancing connections with the community. Another example of our link to the community is through our relationships with the high schools. Each semester high school students enroll in our classes, and our faculty teach Psychology courses at the Kearny High School,

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Clairemont High School and High Tech High School. In addition to courses that provide opportunities for our program and/or our students to engage with the community, our chapter of Psi Beta actively pursues engagement with the community through outreach and service and is a regular exhibitor at the San Diego Science and Engineering Festival (i.e., EXPO Day).

4. Faculty engagement and professional development

Our faculty continue to strengthen our program by conducting research, publishing, attending and presenting at conferences/seminars, engaging in college workshops/governance/committees, and participating in other professional growth activities. As specialists in our respective fields, our faculty stay active because maintaining currency in our discipline is advantageous in the classroom so that we are knowledgeable of the most current research and information to share with our students. Because our faculty members have expertise in distinct subject areas in psychology, our program is well-equipped and ready to offer a variety of courses that uniquely align with their areas of expertise. Below is a summary of recent contributions by our full-time faculty. In addition, our adjunct faculty also contribute immensely to our program with their knowledge and expertise in the field.

Professor Jaye Van Kirk recently co-authored an academic paper featured in the journal, *Scholarship in Teaching and Learning in Psychology*. She also secured funding from the Annual Biomedical Research Conference for Minoritized Students (ABRCMS) that provided funding for eleven Mesa students to attend the conference during the 22-23 academic year. In addition, Professor Van Kirk presented a symposium at the 2023 Western Psychological Association (WPA) conference held in Riverside, CA. There she discussed “Internships and Research” opportunities for undergraduate students. This past summer, she gave another symposium at the American Psychological Association (APA) conference held in Washington, D.C. Professor Van Kirk also serves as a Co-Chair of the MCRC committee, a member of the District IRB, a member of the APIA Committee, and is one of the advisors of Psi-Beta.

Dr. Inna Kanevsky attended the National Institute on the 2023 Teaching of Psychology (NITOP) conference held in St. Pete Beach, FL. At NITOP, Dr. Kanevsky was a guest speaker and gave a symposium on social media and its implications on misinformation. Dr. Kanevsky also attended the 2023 WPA conference where she gave another symposium on “Best Teaching Practices in Psychology” as an invited guest speaker. She is currently finishing up a book chapter focused on the work of early pioneers in psychology and the historical contribution of underrepresented groups to the field. She has been featured on multiple mainstream news outlets such as MSN, Yahoo, and CBS, covering her work in debunking mental health misinformation online. Dr. Kanevsky continues to mentor many Mesa psychology students each semester and many have gone on to present their work at the local Mesa College Research Conference (MCRC) and other professional conferences.

Dr. Helen Greenbergs was an invited panelist and gave a presentation on work-based learning for undergraduate students at the American Psychological Association (APA) conference held last year in Minneapolis, MN. Thus far in 2023, she attended the NITOP conference held in St. Pete Beach, FL., and the WPA conference where she coordinated the undergraduate poster session and the chapter exchange social between psychology Psi Beta and Psi Chi honor societies. To promote Mesa student conference attendance at WPA, she also secured travel funding from our local student retention and enrollment funds. Dr. Greenbergs is the current Western Regional Vice President of the Psi Beta Honor Society and one of the advisors of our Psi Beta chapter. Her work here includes coordinating guest speaker events for our local Psi Beta student chapter by hosting distinguished professors from multiple academic institutions. Dr. Greenbergs is also one of our department’s academic senators and was an assistant chair of our department through Spring 2023. She was promoted to Professor in Spring 2022.

Dr. Oscar V. Torres attended the annual Society for Neuroscience conference where he learned about the latest advancements in biopsychology. He is engaged in multiple research projects resulting in the publication of an academic paper featured in the journal, *Genes*, focused on epigenetic differences in addiction across genders. In addition, Dr. Torres collaborated with Professor Estep and faculty from Miramar College, with a second academic paper published in 2023. During the Spring 2023 semester, Dr. Torres was an invited guest speaker at the University of San Diego, Department of Psychology, where he gave a research talk featuring his academic work on addiction. He presented his work at the 2023 WPA conference poster session and has mentored several of our Mesa undergraduate students, resulting in their first place award at the 2023 MCRC. He also completed the Humanizing Online STEM Academy in the Spring 2023 semester, a 1-month long web-based professional

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development course for the expansion of science online curriculum. Dr. Torres was one of our department's assistant chairs through Spring 2023 and earned tenure in Spring 2020.

Dr. Christina Crosby is the co-chair of Mesa's Online Success Team (MOST). This committee shares ideas with Mesa colleagues about online teaching and provides support for web-based curriculum. She is also a member of the Curriculum Equity and Excellence Review (CEER) workgroup and the Conference and Travel committee, which oversees budgetary funding for faculty conference attendance. Dr. Crosby regularly engages in professional development activities that include attending a virtual online seminar covering the latest statistical approaches for innovative teaching and learning methods, and a conference called "OTC: Online Teaching Conference", held in Long Beach, CA, where she learned about the newest pedagogical approaches and skills for online-based teaching. Dr. Crosby earned tenure in Spring 2022.

Professor Justin Estep is the chair of our Curriculum Review Committee (CRC), where he oversees curriculum development and proposals, and ensures course offerings follow policies and guidelines. He is a member of the local Academic Senate Executive Committee, a member of the MCRC Committee, and one of the Psi Beta advisors. In addition, Professor Estep attended this year's WPA Conference where he presented a symposium focused on creating research opportunities for undergraduate students. He also collaborated on research with Dr. Torres, resulting in a poster presentation at WPA and co-authorship of an academic paper. Professor Estep completed the institute for statistics and data science called "In Stats", a 3-day online web-based professional development workshop. He has mentored several Mesa psychology students who have received national best research awards by the Psi Beta honor society, along with awards at MCRC (including a second place award at this year's conference). Professor Estep was promoted to Professor in Spring 2022.

Dr. Dina Miyoshi is a member of the Academic Senate Executive Committee and Co-Chair of the Program Review Steering Committee. She is our program review lead writer and our program outcomes coordinator. She is also a member of the District IRB Committee and is the Faculty Evaluation Coordinator for our campus. She has mentored our students enrolled in Mesa's honor's program and was a New Faculty Institute (NFI) faculty mentor to one of the new faculty in Allied Heath in 2022. She attended the 2023 WPA conference where she supported our departments' academic activities. Dr. Miyoshi collaborated with Dr. Kanevsky on her book chapter focused on early pioneers in psychology. She also supported the faculty at City College by participating in two faculty screening committees, thus helping to maintain the connections between our programs and faculty. Dr. Miyoshi is the Chair of the Behavioral Sciences Department.

CHALLENGES

1. Lack of funding support

Increased funding is necessary to provide high-quality education, including offering up-to-date technology, facilities and purchasing equipment as well as supplies. With expanding lab course offerings, there are ongoing costs for supplies, such as laboratory fluids, disposable gloves, electrode replacements, lab waste removal, detergent, etc. Another important challenge we have faced is the lack of waste disposal amenities. Resources for a waste disposal contract are required in order for our program to adhere to occupational safety regulations. Indeed, these services are needed as our program is expanding to include a dedicated Physiological Psychology laboratory course (PSYC 260L) and also an Introduction to Psychological Research Laboratory course (PSYC 255L). Taken together, our program requires an expansion of the baseline budget to accommodate our new lab course offerings in order to meet basic student needs.

Our program aims to serve the community by providing outreach programs, public lectures, and multiple educational opportunities for students. Increased funding is necessary to support these activities that can positively impact our students and our community.

Our program requires funding to sustain our academic professional development efforts, including support for our scholarly activities, travel expenses to attend conferences and presentations, journal subscriptions, publication fees, and support for our invited speakers. There are also costs directly related to student research, such as poster printing and conference travel. All of these scholarly endeavors promote student participation so

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that they have opportunities to develop a deeper understanding of a subject area most relevant to their interests and aspirations. By working closely with faculty on research, our students are engaged in activities that result in more personalized and meaningful learning experiences.

2. Need for increased administrative and institutional support

Our program has engaged in numerous marketing strategies to promote our courses to potential students. This includes a strong online presence on social media platforms. In addition, our program is actively seeking ways to offer a variety of modalities, including hybrid courses, particularly for our PSYC 101 (General Psychology) and PSYC 258 (Behavioral Science Statistics) sections. This practice can increase access to psychology classes for students who need more flexibility in their schedules to balance their academic and personal obligations but still wish to have some face-to-face interaction. However, greater institutional support is needed for these efforts, especially in the current environment of enrollment decline.

Our faculty continue to advocate for a breadth of course offerings each semester to attract and serve a wider range of students interested in a variety of subjects. This can also help students who have not yet declared their majors and explore additional interests within our psychology program. We must not assume that what students need to take is automatically synonymous with what they want to take. In this way, we must continue to work to ensure that our students are not so constrained by predetermined pathways that this hinders their learning and quest for new knowledge. Thus, we must work to ensure that these pathways include opportunities for students to satisfy their curiosity for learning, along with opportunities for growth, exploration, and expansion of their knowledge and understanding as members of our society.

In general, as we continue to bring our courses back to campus, our faculty engage in frequent discussions focused on maintaining balance between enrollment demands, academic rigor, and modes of delivery (face-to-face, online-synchronous, online-asynchronous, and hybrid). Our primary goal is to ensure that we continue to offer the highest quality courses to our students so that they are not only successful during their time with us at San Diego Mesa College, but that they are prepared for whatever lies ahead in their journey after they complete their time at our institution. Unfortunately, there have been limitations and difficulties throughout the last couple years pertaining to administrative-faculty relations. It is hoped that this issue will be remedied, as we believe a primary role of a dean is to know, understand, and advocate for their school and its programs, along with listening and collaborating with faculty in order to provide our students with the best opportunities for their success. In general, without institutional support and commitment to maintain a full, diverse schedule of class offerings each semester, our program will not be equipped to provide the best education possible for our students.

3. Not enough full-time, tenure-track faculty

While we truly value our adjunct instructors and the knowledge and expertise they bring to our program, it would be more advantageous to students, our program, and the college to expand the number of full-time faculty. Full-time faculty provide stability to the department, contribute to the development of curricular and extracurricular offerings, and are crucial for the completion of departmental efforts including curricular updates, program review, outcomes assessment and analysis, and faculty evaluations. Our full-time faculty also have more opportunity to serve the college and district on a variety of committees including (but not limited to) Academic Affairs, Academic Senate, Asian Pacific Islanders American Advisory, Conference and Travel, Curriculum, District Institutional Review Board, MCRC, MOST, and Program Review.

4. Limited lab spaces

Our program has limited access to lab spaces planned and built to facilitate our research-oriented efforts. As we onboard our new laboratory courses, our laboratory equipment will be used even more frequently and need to be positioned in the labs where there is sufficient space and supervision, particularly with equipment that is fragile and cannot be moved easily. Sturdy and fixed lab tables are also needed to accommodate our lab courses for increased stability and safety for our students. Access to the classroom spaces, furniture, technology and materials are crucial for our lab classes so our students' needs can be met as they complete their lab assignments, research projects, and other educational goals. In this way, faculty can offer a comprehensive

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teaching platform in laboratory instruction and training on modernized technology, two fundamental objectives of our course curriculum.

5. Lack of discipline-specific advising

Our students need consistent, accurate, easily-accessible, discipline-specific advising. The range and variability of programs our students are pursuing make it challenging, and differences in requirements from our local transfer institutions (UCSD, SDSU, CSU San Marcos) often confuse and frustrate students. While our local campus counselors work diligently to stay updated, and we have met several times with our counseling liaison to share information, it is quite difficult for students to get the specific and individualized support they need. After long discussions amongst our faculty, it is clear that the best solution would be the provision of some release time for full-time faculty to serve as discipline-specific advisors. These faculty could meet with individuals or groups of students, and create online materials which could be regularly updated to help our psychology students navigate decisions that will support efficient progress, persistence, and success through our program and beyond to transfer and employment.

6. "Initiative" fatigue

Our program has been centrally involved in the plethora of campus initiatives aimed at streamlining higher education. These efforts include our active participation in the various grants and guided pathways inquiry groups over the past many years. Our faculty have been awarded multiple pathways grants and appreciate these opportunities to help our students achieve success in our program because we believe that providing clear information pertaining to our courses and majors, along with information pertaining to career opportunities, are important components supporting our students' academic success.

However, it is also vitally important, as our college pursues current and future initiatives and grants, to listen to faculty because we engage with students on a daily basis in the context of an instructional environment. Though the goals of early major and streamlined career paths are laudable, it must not be at the expense of choice, and it is prudent to be mindful of the career options we place before students to be sure they are not too limited. Particularly in our department, our students may not find our programs (or even be fully aware they exist), until after their first semester of college. For this reason, we will continue to engage in extensive discussions within our program and our department about ways to address this, so that we can provide our students with clearer information about our different majors and degrees while at the same time, retain sensitivity to the importance of general exploration. We want to remain mindful of the fact that college presents opportunities for students to discover areas they may not have previously encountered. For many, this is their only opportunity to engage in this kind of exploration and it is this exposure that can serve as a catalyst for deeper thought and understanding of our society and our world.

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.

The Psychology program continues to adjust our curriculum to meet the needs of our students, transfer institutions, and the discipline itself. Our program also continues to carefully weigh our options in determining which courses are appropriate (or inappropriate) to offer in a distance education format. A few changes (summarized below) are underway at the course and degree levels. It should also be noted that our faculty discuss issues pertaining to curriculum regularly with the Psychology faculty at Miramar College and City College and we get together (most often via zoom) at least twice a year. Such contact has been immensely valuable to discuss the goals and challenges we face at each of our campuses, along with coming to a consensus about issues in which our curriculum must align.

The Psychology Program is in the process of updating our AA and ADT degrees, and deactivating our Liberal Arts and Sciences: Science Studies-Psychology Degree as it no longer serves its intended purpose and has not been awarded frequently. We are also still working to find options for the PSYC 211 (Learning) course that, although SDSU no longer requires it, the Psychology Program at Mesa thinks it is a very important course. There are employers that would like students with this background, so a certificate option is being explored.

Summary and Reflection

Our program has three new lab courses coming on board in Fall 2024 (due to the phenomenal work and leadership of Professor Estep): Introduction to Psychological Research Laboratory (PSYC 255L), Introduction to Physiological Psychology Laboratory (PSYC 260L), and Statistics Laboratory using R (PSYC 259R). These three courses enhance our curriculum, better prepare our students, and meet articulation with other institutions (in particular, CSU San Marcos). These standalone lab courses complement our lecture courses, with PSYC 255L complementing PSYC 255 (Introduction to Psychological Research), PSYC 260L complementing PSYC 260 (Introduction to Physiological Psychology), and PSYC 259R complementing PSYC 258 (Behavioral Science Statistics).

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.

The Psychology program continues to advocate for updates to our equipment and add to our resources in order to provide our students with the best learning experiences and hands-on research training. These resources align directly with the institutional goals of offering transferable skills and instruction in vocational technologies. These resources provide more opportunities for our students to understand the otherwise complex theories of science with hands-on experiences and better prepare our students for a modernized workforce.

Through HEERF funding, we have renewed access to the SPSS statistical software and though it is not yet available on most of our faculty office computers or in the STEM center for our students, it is now updated and available in both our SB216 computer lab and also in our SB215 enhanced classroom.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Reviewed & Accurate

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

Based on data contained in the San Diego Mesa College Office of Institutional Effectiveness Data Dashboards, prior to the pandemic (i.e., Fall 2016 through Fall 2019 semesters), overall success rates averaged 69% whereas during the pandemic (i.e., Spring 2020 through Spring 2021 semesters), overall success rates averaged 70%. In comparison, the Fall 2021 through the Fall 2022 semesters had overall success rates that averaged 69%, with success rates higher in our Face-to-Face sections (74%) than other modalities (68%). It should be noted that only PSYC 101, PSYC 137, and PSYC 245 are offered in an online-asynchronous format in our program. All other sections have at least some synchronous meeting pattern (either online-synchronous or face-to-face).

Our program has experienced some enrollment decline over the past few semesters, a trend that the college, state and country is also experiencing in higher education. In Fall 2021, our program's overall enrollment was 2059, with an FTEF of 12.53. In Fall 2022, our program's overall enrollment was 1871, with an FTEF of 11.95. Although our program has experienced some overall enrollment decline, some of our courses continue to have stronger enrollment than their prepandemic levels. For example, enrollment in PSYC 112 (Interpersonal Communication) increased throughout the pandemic and we are still able to offer this course each semester rather than once an academic year. In this way, we are working hard to retain our breadth and depth of course offerings and bring our classes back to campus, despite numerous challenges (related to the pandemic and other administrative issues).

Summary and Reflection

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)

Although the retention rates for our Black/African American and Latinx students are fairly consistent with our overall averages, success rates continue to be lower (61% and 65%, respectively). It is encouraging to note, though, that the success rates for both these groups are consistently higher in our 200 level courses (67% and 72%, respectively). It should also be noted that success rates are higher (83%) for these groups in those courses (PSYC 255, 259, 276) with cap sizes lower than 45, though the sample sizes are quite small. Data pertaining to our online-asynchronous classes indicate that we continue to experience challenges with this mode of delivery in that success rates are consistently lower in these classes (65%), with even lower numbers for our Latino and African American students (58% and 59%, respectively). In this way, we are continuing our discussions and implementation of strategies to best ensure the online courses we offer are of the highest quality and replicate a face-to-face environment as much as possible. We also are working to ensure that these classes hold to their class caps so that more individual interactions can be incorporated into these courses. Indeed, it would benefit these classes if an even lower cap could be put in place because of the inherent challenge of these courses to replicate the face-to-face environment.

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

In general, our assessments have yielded positive results, and we continue to discuss ways in which we can improve the learning experiences for our students. No major issues or problems were identified, though one of the challenges we continue to work on is how to effectively assess our courses with multiple sections and multiple instructors. Budget, facilities, and equipment needs were identified and it would be advantageous to increase the budget allocation for our program to accommodate our students' research posters and presentations. We have multiple students each semester conducting research of high enough caliber to be accepted to present at various conferences, including MCRC and WPA. Both travel and conference funds would be extremely helpful for our students, along with funding for supplies related to these presentations (i.e., poster printing and lamination). It would also be advantageous for our students to have access to SB216 outside of class time to work on assignments and research analyses. This need is highlighted by the fact that the computer program SPSS is installed onto each computer in this particular classroom. Thus, it would be immensely helpful for our students to have a computer lab interval (in addition to class time) so that they have additional time to use the lab for their class assignments and research analyses.

Related Documents for Charts and Graphs

Data Reflection Complete

Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

Our program has focused on various on-campus initiatives aimed at providing our students with the highest quality education. These efforts include actively participation in guided pathways inquiry groups because our faculty believe that providing clear information pertaining to our courses and majors, along with information pertaining to career opportunities, are important components supporting our students' academic success. Similarly, our program recognizes that the various grants obtained by the college have potential for providing opportunities for student success. We have devoted numerous hours to these endeavors over the past few years with the hope that our students would benefit from these resources. In addition, the Psychology program has focused on updating its course offerings in order to be aligned with the various transfer requirements that have come to pass.

In general, our program seeks to apply emerging best practices in the field to empower our students to develop a strong knowledge base and awareness of the sociocultural impact of our discipline, thus fostering our students to become psychologically literate members of society with a respect for diversity and ethical behavior. Since this

Summary and Reflection

focus is inherently intertwined into our discipline, it lies at the heart of our program and our courses. This also is a major focus of the other disciplines in our department (Anthropology and Sociology), and we continue to engage in discussions with each other about how to most effectively engage students and colleagues in informed discussions about equity, cultural competence and diversity. These continued discussions pertaining to how we incorporate the decades of knowledge and experience we have amassed in our department pertaining to diversity, cultural competence and learning theory will hopefully translate into more individualized opportunities for our students to engage in the subject matter through innovative class activities, projects, and presentations at professional conferences. Particularly in our underrepresented populations, this more hands-on and individualized environment allows for the mentoring that is most beneficial for our students and will hopefully translate into greater success.

We are continuously working to improve the learning environment for our students and our faculty continue to be engaged both at the local and national levels in discussions and/or committee work pertaining to assessment and we are pleased to be able to apply some of these insights in the cross-campus strong workforce and pathways discussions. In general, we are trying to maintain a balance between enrollment demands, different modes of delivery (on campus, online, hybrid), and academic rigor. We will continue to engage in frequent discussions of these issues to ensure that we continue to offer the highest quality courses to our students.

What other factors (internal or external) might also impact the above data trends and equity gaps?

Changes in the California community college funding formula, along with other legislative changes impacting our courses and degrees (such as AB 1705 and AB 928) have presented challenges to our Psychology program. In general, these changes threaten our core commitment to open access and have the potential to weaken efforts related to equity.

The online/remote modalities of the past three years impacted our students who did not have adequate access to technology. In addition, the counseling department repeatedly requests that we schedule more face-to-face classes sections because some of our students are only able/eligible to enroll in face-to-face class offerings. For these reasons, we are working to bring many of our class sections back to campus so our students have access to the technology and physical space they deserve for optimal learning and exploration, while still maintaining a variety of modalities, particularly in our PSYC 101 (General Psychology) course, to accommodate the various needs of the diverse population of students. Although maintaining our face-to-face offerings continue to be a challenge due to lower enrollments (with a greater risk of class cancellations), we believe that our students deserve and need access to this face-to-face modality.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

December 2023: A note about resources: we are in the process of obtaining the resources we requested last year and will provide updates once these requests have been processed/completed.

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

Summary and Reflection

GOAL 1: Develop research opportunities and experiences for students

Unit Goal: It is important to ensure that our students' research exposure is as extensive as possible so they gain the skills necessary for success as they continue their education, both at the undergraduate and graduate level. Examples of this exposure include access to research both in the classroom and also in the community, along with opportunities, if this research is of high enough caliber, to present at student conferences (such as MCRC) and/or scientific conferences.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Pathways and Partnerships - Objective 3: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Update and expand equipment and resources needed for laboratory/course activities and research</p> <p>Action Plan Cycle: 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	
<p>Action Plan Status: Active</p> <p>Action Plan: Develop speaker series so students gain exposure to research in the field</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025</p>	
<p>Action Plan Status: Active</p> <p>Action Plan: Increase student conference participation</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	
<p>Action Plan Status: Active</p> <p>Action Plan: Hire new full-time faculty</p> <p>Action Plan Cycle: 2023 - 2024</p>	

GOAL 2: Develop applied opportunities and experiences for students

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Unit Goal: Our program houses multiple courses focused on a combination of research and applied curriculum, including courses pertaining to marriage/family therapy, child psychology, counseling, and psychological disorders/treatments. Our PSYC 276 course also provides our students with the opportunity to volunteer in an applied setting. These types of experiences are valuable in that students gain applied and/or hands-on experience to help them determine if this is a viable path to choose in psychology. Thus, it would be advantageous to maintain these opportunities, along with identifying and building other service learning and career development opportunities for our students.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 5: X
- Pathways and Partnerships - Objective 3: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Explore new agencies and service learning opportunities.</p> <p>Action Plan Cycle: 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	
<p>Action Plan Status: Active</p> <p>Action Plan: Hire new full-time faculty</p> <p>Action Plan Cycle: 2023 - 2024</p>	

GOAL 3: Engage in program-related data collection and analyses

Unit Goal: Our program would like to develop a method to track our students' accomplishments after they leave San Diego Mesa College (in terms of their subsequent degrees, awards, publications, etc). This may also encourage maintenance of current relationships with institutions and agencies, and also build new relationships, promoting discussions of the preparation necessary for success in these organizations. This will also allow our current students to gain more knowledge about what happens after transfer.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Completion - Objective 1: X
- Pathways and Partnerships - Objective 4: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Develop alumni tracking program</p>	

Summary and Reflection

Action Plans	Action Plan Update
Action Plan Cycle: 2023 - 2024, 2024 - 2025, 2025 - 2026	

GOAL 4: Maintain and develop community links

Unit Goal: The Psychology program has established many links with the community (such as the San Diego Zoo, along with a vast number of social service agencies). We continue to work to maintain and grow our strong connections with local colleges and universities so that we may provide the most effective and accurate guidance as to what is needed for successful transfer. Links have also been established with secondary school institutions (such as Kearny High School, Clairemont High School, and High Tech High School), and we will work to maintain these links.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 5: X
- Completion - Objective 1: X
- Pathways and Partnerships - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: Identify and develop opportunities with community agencies and secondary schools. Action Plan Cycle: 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active Action Plan: Hire new full-time faculty Action Plan Cycle: 2023 - 2024	

GOAL 5: Engage students in exploration of the opportunities and careers associated with Psychology

Unit Goal: PSYC 201 serves as a course that provides our students with valuable career exploration experiences early in their academic development. Students acquire knowledge of skill sets obtained in their coursework that are of value to employers. Students gain knowledge and experiences about career options from interactive career exploration activities including: assessment of interests, job searches, informational interviews, guest speakers. The course is designed to enhance awareness of the breadth of career paths open to Psychology majors. Additionally, students sometimes gain employment after completion of PSYC 276 (Field Experience). In these ways, we would like to increase the career focus within our program in these classes and others, by educating students about opportunities and careers associated with Psychology, along with how to translate their skills to fields outside of Psychology.

Goal Status: Active

Beginning Year: 2022 - 2023

Summary and Reflection

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Pathways and Partnerships - Objective 3: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Develop a list of career exploration assignments.</p> <p>Action Plan Cycle: 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	